

## Book Summary

A group of children choose their favourite horse to ride on the merry-go-round.

## Repeated Phrases

I like that horse.

It has \_\_\_\_\_ spots.

## Text Type – Narrative

## Materials

- copies of words and punctuation for this book from page 116
- copies of PCM, pencils, felt-tip pens
- pieces of card, paint, string, scissors, a hoop shape

# I Like That Horse

by Jane Buxton

illustrations by Jennifer Cooper

  
Set D

## Skills and Strategies

Reading *I Like That Horse* will reinforce the following objectives and give the children the opportunity to:

- W** recognise sound/letter relationships
- S** understand that text must make sense and use cues to monitor this
- T** point one-to-one as each word is read to ensure an appropriate match
- W** prepare for independent writing using a variety of methods.

## Word Study

- High-frequency words: I, Like, like, It, is, a
- Punctuation: full stops, exclamation mark, capital letters
- Phonics and phonemic awareness:
  - I, i – I, It, is
  - h – has, horse
  - onsets and rimes – p/ink, th/at
  - plurals – spots, stripes
- Use of capital and lower case letters
  - I, i

## Speaking and Listening

Use this text to help the children:

- predict the storyline using illustrations from the book
- respond to simple questions about the content of the story.

## The Guided Reading Lesson

### Introducing the text

Play a game of What am I? with the children. Ask them to think of clues for animals that have four legs. Start off by giving an example, using a zebra to link to the story later on.

### Reading and discussing the text

Hand one book to each child. Read the title and the names of the author and the illustrator to the children. Now use the outline below to support the children as they read and discuss their way through the book.

*Cover – What are the children pointing to? Has anyone here ever had a ride on a merry-go-round? What was it like?*

*Title page – Together, read the title and the names of the author and the illustrator again. What is this man doing? Where have we seen him before?*

*Pages 2 and 3 – What sort of animals are on the merry-go-round? What would you expect the word “horse” to begin with? Can you find that letter on page two?*

*Page 5 – What do you think this boy is saying to his mum? How is this horse different from the one on page three?*

*Pages 6 and 7 – Why do you think the girl chose this horse?*

*Page 9 – What colour are the spots on this horse? What other colour is in the picture?*

*Page 11 – Do you think they will all go for a ride?*

*Which horse do the children like?*

*Page 13 – Were you right? Why do you think the girl chose a different horse?*

Pages 14 and 15 – *What is different about this horse?*

*What letter do you think the word “stripes” will begin with? Can you find it on page fourteen? What else can you see that has stripes?*

*Page 16 – Discuss the expression on the girl’s face and*

*ask the children why they think she is looking like that.*

*What name do we give an animal that looks like this?*

*The children can now read the book again independently.*

## Revisiting the Text

- Look at the illustrations again and identify how many horses are on the merry-go-round. *Does everyone agree?*
- Discuss the use of capital letters and full stops on each line and practise rereading some pages to reinforce one-to-one matching.
- Using the words and punctuation for this book from page 116, reassemble the sentences with the children.

## Following Up

**W** Prepare for independent writing using a variety of methods.

- Ask the children to draw a picture of a horse on a piece of card and cut it out. Ask them to paint each side with their favourite choice of colours. Attach the horses with string to a hoop shape to be hung up as a mobile. Help the children to write a short description of their horse, for example, “It has green spots”, and hang this below the horse.

- P** On the PCM activity opposite, children practise writing the high-frequency word “that” and colouring in the spots on each horse to match the label.